

Lesson Plan Template: Put out the Fire

Grade: 4th		Subject: Physical Education	
Materials: Shark-Skins, Bowling Pins, Colored Dots		Technology Needed: None	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) S1.E14.4a: Throws overhand to a partner or at a target with accuracy at a reasonable distance S1.E16.4 Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment		Differentiation Below Proficiency: Cannot throw the ball somewhat in a straight line Above Proficiency: Students will be close to hitting the pins every time Approaching/Emerging Proficiency: Students are fairly accurate, but often have a bad throw Modalities/Learning Preferences: Students will listen, and watch demonstration.	
Objective(s) Students will be able to throw a ball across the gym with accuracy. Students will be able to communicate well with each other Bloom's Taxonomy Cognitive Level: Understand			
Classroom Management- (grouping(s), movement/transitions, etc.)			
Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)			
Minutes	Procedures		
2	Set-up/Prep: 5 colored dots are set up on each side of the gym. On top of each dot will be a bowling pin. Then the Shark-Skins will be piled up in the middle.		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students will have a warm-up, which includes push-ups, sit -ups, and squats, along with running for the duration of two songs before.		
20	Explain: (concepts, procedures, vocabulary, etc.) There will be two types of roles the students will be playing during this game. One of them is the guards and the rest will be regular throwers, (they could punt the ball as well, but not kick it off the ground.) . This game is very much like dodgeball, with the pins being targeted, instead of other people. The guards will be the only ones allowed to be from the line ending the volleyball court all the way back to the wall. They will have three main jobs: guarding the pins, retrieving the Shark-Skins, as well as setting the pins back up. They will be able to set a pin back up for every ball caught by their team. The other people on the team's job was to catch the ball and throw it at the other pins. If all five pins for a team were all down at any point in the game, the game was over. Also, the game would be over if a student kicked it into the basketball hoop. The team that lost would do a particular exercise, and then another game would start.		
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will throw, like they do in many other sports. They also will work on communication, communicating when they caught a ball, as well as when they want to give the ball to a teammate.		
3	Review (wrap up and transition to next activity): Students will grab their stuff and line up. If it is the last class, they will help put everything away. If not they will put the Shark-Skins in the middle, and set up the bowling pins again.		

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Formative Assessment: (linked to objectives)

Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

Consideration for Back-up Plan:

Summative Assessment (linked back to objectives)

End of lesson:

If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Students threw the ball well and had fun with the game. I would put a bigger emphasis on communication. I would also state make sure they knew the rules better. Sometimes they kicked the ball off the ground, and needed to be reminded not to.